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THE VIRGINIA TEACHER

March, 1938



Armageddon in Asia, *Frank W. Price* •
Man's Destruction of his Environment,
Justus H. Cline • Correcting Reading
Difficulties in the High School, *Aurelia
Barton* • A Problem in Design, *Frances
Grove*.

Introducing Madison College, *Samuel P. Duke*

PUBLISHED AT THE
STATE TEACHERS COLLEGE
OF HARRISONBURG, VA.

15 CENTS

20

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\$1.50 a Year

Published Monthly except June, July, and August

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THE VIRGINIA TEACHER is indexed in the *Education Index*
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180 Varick Street, New York City

THE VIRGINIA TEACHER

Volume XIX

MARCH, 1938

No. 3

ARMAGEDDON IN ASIA

THE great and terrible war now raging in Asia is the culmination of a century-long struggle. Forces of conflict have been converging for decades and to those who have been living in the Far East the pertinent question was not whether but when the storm would break.

Since both isolationists and internationalists are pressing their points of view upon the American public, it is well that we remind ourselves of our country's historical interest in the Far East. I do not refer to our possession of the Philippines since 1898. These islands will eventually be given their independence. Nor do I mean any of our special rights in China which should have been given up long ago. Historically we have had normal relationships and interests with all foreign countries, including Japan and China. We face the Pacific as well as the Atlantic.

About eight per cent of our foreign trade in recent years has been with Japan, and about three per cent with China. American financial investments of all kinds in Japan amount to a little over \$400,000,000, in China about \$200,000,000. Missionary and philanthropic agencies and institutions own property worth \$50,000,000 in China and \$8,000,000 in Japan. About two thousand American nationals live in Japan and eight thousand in China. However, there is little likelihood that America would go to war, costing billions, to protect a few hundred millions worth of property and investments or a few thousand American citizens who might be endangered by the Sino-Japanese struggle.

Our interests are not merely commercial or philanthropic. We can honestly say that we have no imperialistic designs in Asia and we have promised the Philippines their

liberty. But we do believe in fair international trade. In order to protect China from exploitation by any one country, John Hay, American Secretary of State, influenced the powers in 1901 to declare for the "open door policy."

The United States has enjoyed the friendship of both China and Japan since they were opened to western contacts and has been deeply interested in their progress. It was through the good offices of President Theodore Roosevelt that the Russo-Japanese War was brought to an end and a peace conference called. The American people have recognized Japan's rise as a modern power and have shown appreciation of the splendid qualities of her civilization and people.

Between China and the United States exist many common interests and sympathies and traditional ties of friendship. Our country owns no "concessions" in China. We were the first nation to offer return of the Boxer indemnities to China to be used for education and national development. We were the first nation to recognize the new republic in 1911; we have been sympathetic with China's national aspirations; more Chinese students have studied in America than in any other western country; our government called the Washington Conference at which the Nine Power Treaty guaranteeing China's territorial integrity was signed; and our Secretary of State, Mr. Henry L. Stimson, initiated the "non-recognition policy" with regard to Manchukuo after the first occupation of China's territory in 1931. The American people have always sensed the great possibilities of the Chinese as a people and as a nation. We wish for China the opportunity to work out her own destiny and to become strong, united, and free.

For America now to withdraw sud-

denly from all connections with China and Japan simply because those two nations are locked in armed combat, would be a near-sighted, unwise, and impractical policy. We cannot so escape from the world.

Not only do we have historical interests in the Far East, but we are deeply concerned in what will happen in the Far East. The results of the war between China and Japan are bound to affect us, and all other peoples. The terrific drama upon the stage of Asia is being watched intently by all mankind, and the issues are of serious moment for the future of the world. What are some of the conflicting forces in this Armageddon?

1. We see a clash of East and West. This is not just a war between two eastern nations. It is a war between two eastern nations which have been opened to western influences for nearly a century. China felt the impact of the West first, was exploited more seriously, has been modernized more slowly because of her size and her conservatism. Japan, once forced open, reacted more quickly and in sixty short years has achieved her ambition of becoming a great power in the western sense. Both Japan and China have been stirred profoundly by their contact with the West, and their nationalisms have grown out of this contact. Japan's imperialistic policy developed in the setting of western imperialism at the turn of the century when the United States was acquiring the Philippines and when Great Britain was strengthening her hold upon India. We must bear our share of the guilt for the road which Japan has taken. Moreover, both Japan and China today are fighting with weapons, frightful and destructive weapons, which they have bought or copied from the so-called civilized nations of the West. And over and beyond China, Japan is always seeing Russia in Europe, Soviet Russia, a white people, threatening to obstruct Japan's march upon the continent of Asia because of Russia's great arm in Asia—Siberia.

2. We see a clash between two different national philosophies. Both Japan and China have been trying to build modern states. Japan has been building upon her old feudal organization and a social system in which the warrior and military leader stood at the top of the scale. The respect or worship offered to the Emperor as of divine origin and the sense of divine mission which possesses the people of Japan are driving forces behind the dream of empire. "The sword and the fan" describe two sides of Japanese civilization. There is art and love of beauty in Japan, but there is also a long military tradition which makes easy the growth of a military dictatorship today.

China, on the other hand, has been predominantly a nation of scholars and farmers. "Scholar, farmer, laborer, merchant,"—that was the social scale, with the soldier at the bottom. Since the overthrow of the Manchu Dynasty hordes of provincial soldiers and mercenaries of regional warlords have engaged in civil wars. But with establishment of the Nationalist Government at Nanking in 1927 and the emergence of General Chiang Kai-shek as outstanding military leader and statesman, order has come out of disorder and great progress toward unification was made by political as well as military means. Only within the past decade has China, a traditionally peaceful country, been driven by dangers from without to build up a real modern army. This was not yet ready to compete with Japan's highly equipped and trained forces when the war began in July of last year. A study of the history of the peoples and civilizations shows us why Japan prepared more quickly for war and for war in the western way. But the conflict between a peace-loving and a war-making people is not limited to Asia. The desirers of peace and the makers of war face each other all over the world.

3. The Sino-Japanese War has its economic factors, but it is not a struggle between "have" and "have-not." Japan and

China are both poor measured by western and especially American standards of living. In both countries the average farm holding is very small, only about three acres per household. China has a large population to feed just as Japan does and the density of population is about the same in the fertile areas of the two countries. China has larger undeveloped mineral resources. On the other hand Japan is an industrial giant compared with China. Japan has become an industrial nation dependent on imported raw materials. She has built up a great merchant marine. Since trade barriers were raised against her cheap goods in many western countries, she sought China's raw materials and markets. These she could have secured easily by a policy of respect for China's sovereignty and of friendship for the Chinese people.

It is a tragedy that she has chosen the way of armed force. A war to secure political control of China's economic resources will cost Japan far more than the purchase of raw materials would have cost her. And by war she is destroying the very market in China which she wanted to develop. By insisting on her special rights in Asia and by trying to limit or stop the trading of other countries she is losing the sympathy of the world in her continental adventure. From the experience of Formosa, Korea, and Manchuria, we know that Japan would not develop China for the benefit of the Chinese people, nor for the benefit of the people of Japan. Japan's colonization or rather exploitation enriches chiefly the few large industrial families who work hand-in-glove with the present military regime. China in the last decade has demonstrated that she has the leadership and the organization necessary for development of her own economic resources and for the building of a modern state. Both nations would profit by trade and economic cooperation based upon mutual respect.

But the war in Asia reflects the national economic dissatisfactions that are world-

wide. For Asia and for the world there must be a more radical and more daring attempt to solve the basic questions of international trade, raw materials, and distribution of markets. The question of colonies must be seriously faced. I believe that the day of colonies has passed. All peoples have the right of self-determination and the right to develop their own resources. On the other hand we must not starve nations which are dependent upon raw materials from abroad. Progress today in this difficult field of economic readjustment will require some far-seeing and unselfish statesmanship and a will to co-operate for the good of all mankind. This readjustment should take place through orderly processes of conference and diplomacy. Armed force and attempts at conquest in the twentieth century will only make the whole problem more difficult of permanent solution.

4. To say that the Far Eastern War is a struggle between fascism and communism is an over-simplification of the issues, but there is some truth in the statement. Japan has steadily moved in the direction of a totalitarian fascist-military state. She is linked together with the two other fascist nations, Italy and Germany. There are forces in Japan, however, not very articulate as yet, working against this tendency. Japan claims that she is fighting communism in China. To Japan anything anti-Japanese is communistic. It is true that the Chinese revolution of 1927 was influenced by communism. But it is also true that the Nationalist Government of China from 1928 to 1936 used both military and economic measures in an effort to drive the communist army and communist influence out of China. It is true that the communist armies in northwest China joined the nationalist armies early last year in a united front against further Japanese aggression, and that communist methods of guerilla warfare are being used effectively now against Japan. But it is also true that all classes in China, government leaders, sol-

diers, students and people are absolutely united in their determination to defend their country. It is *China* and all China today against the armies of Japan. China was trying to find a middle road between fascism and communism and to work out a form of government and program of national and social reconstruction suited to the needs of her people and in line with the genius of her history. China today is not communist. But if the war is prolonged for years and China can get help from no country except Russia there will be greater danger of China becoming communist in the Russian sense.

What China needs most now is to be assured of the support of the democracies of the world who realize that she has the possibility of becoming a great democracy. China has always had a large measure of village self-government, a rough form of local democracy. She is on the road to national democracy, not fascism or communism, if she can win her war of independence and be given encouragement and aid from other democracies in the world.

5. The struggle in Asia today is intensifying the conflict between the philosophies of isolationism, nationalism and internationalism in all countries, especially in democracies. The British Cabinet has split over the question of whether the fascist dictatorships should be appeased or not. In our country there are those who advocate extreme detachment, absolute neutrality, avoidance of any policy that might conceivably lead to war. Others defend collective action and co-operative efforts to re-establish the crumbling structure of international law and order. Our geographical isolation and the desire of the democracies to use peaceful methods encourage a tendency in America to say "hands off." Yet we cannot look with complacency upon the growth of great empires based upon military force and upon the increasing dangers of international lawlessness.

The alternatives are not, as I see them,

irresponsibility and inaction or war. Can we be utterly irresponsible and neutral when the League of Nations, the Nine Power Conference, the governments of the United States and Great Britain have all adjudged Japan the aggressor, when a great people like the Chinese are being so terribly wronged by a ruthless and relentless military invasion, and when great issues of national independence, democracy, and international order are at stake?

Space here does not permit a lengthy discussion of American policy or policies with regard to the war in Asia. Let me recommend that you secure and read an excellent little pamphlet just issued by the American Council, Institute of Pacific Relations, New York City, "America and the Far Eastern War." As an American who has spent most of his life in the Far East, and as a Christian missionary, I believe that we must have a positive peace policy. A selfish peace policy that thinks only of the safety of America will not save us. We are bound up in the issues of war and peace throughout the world. We must do our part in helping to bring world peace. This means an earnest and persevering effort on the part of our government and people to promote necessary world economic adjustments by methods of peaceful change. I do not want to see America drawn into war. But I hope that America will exert moral and spiritual leadership in the world. And I hope that the people of America will unite with peace-loving people throughout the world in continuous protest against aggression anywhere and any time, by moral force and by economic non-co-operation with aggressor nations.

Whatever our government may or may not do, there are three things which the people of America can do to hasten a just peace in the Pacific. First, a people's boycott of Japanese goods will implement our moral protest against the policy of her military leaders, will weaken Japan's buying power abroad for war materials, and will

increase the economic strain and popular discontent within Japan and so make the position of the military dictatorship more precarious. Second, through the Red Cross and other agencies we can give to the relief of the millions in China who are suffering because of war and indirectly help the Chinese people to maintain their morale until victory is won. Third, we can continue to support and to strengthen missionary work in both Japan and China; a world-wide church and universal Christian fellowship will furnish those spiritual bonds between nations and peoples which, together with more material bonds, will some day bring about a true world community.

FRANK W. PRICE

MAN'S DESTRUCTION OF HIS ENVIRONMENT

THE Germans say that he who knows the Fatherland best loves it best, that patriotism is based on knowledge. This is true only as circumstances permit. We speak of Mother Earth with affection because it nourishes us, and we love our native land for that reason; of we admire the beauty of the vales, the hills, and streams, and we love it for that reason. The sentiment of some toward their country is determined by the opportunities for sportsmanship and recreation that it offers. It thrills them to outwit the sly fox, the elusive trout, the wary turkey, the fleet deer and antelope. But it so happens that wherever the demands of biologic necessity have been solved properly, there is no complaint from the other two groups, because beauty and the essential wildlife of field, stream and forest are inevitable consequences.

Therefore it is obvious that the three groups cannot divorce their interests from each other and serve the demands of the

state, the nation, and future generations. The hunter, the husbandman, and the nature lover must become partners in a fundamental common cause—the preservation of man's necessary organic environment, the crowning glory of which is its wildlife. This involves many profound and complicated considerations. There is no form of life on the earth that is not linked intimately with all other forms, and no single form of it can be destroyed without important, if not disastrous, consequences.

Man could not exist on the earth if all bacteria were destroyed, any more than he could exist if all bird life were destroyed, or tree life.

The interdependence of the various types of life is universal, and the individual thrives best where there is the greatest variety. Whether the variety is large or small is contingent on the habitat, the character of which has come to be determined largely by the practices of man himself.

Man has always sought out those places where other life—or wildlife, if you please—was plentiful and varied. The presence of these things attracted him because he instinctively, and without effort, recognized that the companionship of other creatures was not only essential to his higher purposes, but here awaited him the greatest comfort and happiness. The longer he kept his wild friends about him, the longer he remained in that place.

We seldom stop to consider the matter of man's permanency on the earth, or in other words the length of his expected tenure. Will he ever become extinct? And if he does, for what reason? The trilobite, which dominated the seas for hundreds of millions of years, finally passed out of the picture, either because of some superior or insidious form that came into being and destroyed it, or because of some profound geologic, or cosmic change, which resulted in a new environment entirely unfit for its continued existence. This same thing is true of all forms of life that lived and became

A paper presented to students of the State Teachers College at Harrisonburg on March 4, 1938.

extinct prior to the age of man. These forms may have been destroyed by the appearance of some superior form or by deadly bacteria or insects with which it was unable to combat. In the balanced economy of nature no form of life on the earth in the past has been permitted to destroy its own environment and become extinct, probably carrying with it all other forms. Only man has been granted that high authority over his surroundings and destiny, as well as the destiny of the organic world.

Now let us see how he has used this authority. A study of the changing geography of the human race informs us that man has seldom remained in one place very long. The length of his tenure has varied, depending on the character of his husbandry. In his past experience the first to leave him were his wildlife neighbors, both plant and animal, then his domesticated forms. His springs and wells dried up. Vegetable life that had blossomed and bore fruit ceased to respond to his husbandry. He had converted his environment into a habitat entirely unfit for his sustenance or that of his necessary neighbors. For this reason the history of the human race is the story of "hungry men in search of food."

We do not know where the Garden of Eden was. It is not necessary, however, to read the Mosaic story to know the surroundings amid which man first found himself. But now we cannot find the spot—not a vestige of its beauty, fruitfulness, or comforts remains. Man destroyed it—the very source of his life.

Many times this has happened in human history. It made no difference how many towers of Babel he had built, how many hanging gardens, great cities, and magnificent temples to his gods, or how richly he had bedecked the wives of his harem with jewels, he went, nevertheless, and he went hungry; because no product of man's art, however skilful, can substitute for a destroyed organic environment.

Man moved from Gobi to Persia, from

Persia to Mesopotamia, to Arabia, Palestine, Greece, Rome, Carthage and the desert of Sahara, to Yucatan, where long before Smith landed at Jamestown a mighty civilization had sprung up and ended, as all the rest, amid cries of hunger from the mouths of men and women and children in a desolated land, and their civilization is now only a very indistinct memory.

When our ancestors first came to Virginia, they found just such a land as men have always sought. The early descriptions of her bounties are thrilling; and with great speed there arose an astounding civilization. Never before had the world seen such progress. Her social order became magnificent in splendor within a short time.

On the Great Seal of Virginia note the conqueror's heel on the neck of a despot. Is that the picture of a fugitive from the hunger and tyranny of western Europe that landed at Jamestown Island in 1607, or is it the picture of one bred and born in this new Eden? The answer to that question is obvious. How many Washingtons, Jeffersons, Marshalls and Lees landed at Jamestown? Our ancestors brought with them only the hope and desire for such posterity. The soil of Virginia supplied the opportunity. Five thousand years hence will the sons and daughters of Virginia still stand triumphant in the face of the foes of freedom? Not if we repeat the past history of the race and convert Virginia into a Sahara where brave and free men cannot thrive. Look now at the land of Cyrus, of Nebuchadnezzar and Daniel, of David and Solomon, of Hannibal. Who rules today where the might of Cæsar was unassailable? Why does Mussolini cast his eyes toward Africa and Japan hers toward eastern Asia?

But what has all this to do with wild-life? If you will but look around you, or read the story of human history, you will find that wildlife, vegetable and animal, constitutes an accurate barometer as to the direction in which men have ever been headed. These things go first, taking with them the beauty

of the landscape, the nurturing food and cover of all life. Hunger and suffering, despair and extinction, follow. Wildlife and human life are inseparable. It is necessary to conserve one to save the other. Patriotism, confidence, freedom, morality, manly vigor are foreign to hungry men, cities vanish, gold is worthless when plains become windswept, hills denuded of their soils, and forests and wildlife are no more.

I wish I could paint for you a picture of primeval Virginia. It was a richer land than the original Canaan that flowed with milk and honey. Briefly it was a great expanse of verdant hills, plains and mountains, abundantly but not completely forested. Immense areas, where forest and grassy prairie alternated, gave a picture of balanced nature and matchless beauty. Where agile deer played and nipped the tender buds, where the buffalo and elk roamed the savannas and fed on the succulent grasses. It was a perfect habitat both for these wild creatures and for man. Why was man unwilling to share his existence with at least a reasonable number of these lovely creatures, when man himself has never employed for his own use as much as one half of the land area of Virginia at any time? This is one of the puzzling questions of the ages. We have in Virginia eleven acres per capita, and only three acres are required for our needs. What have we done with the other eight acres? We have largely converted it into a biologic and economic desert—a diseased canker, not only useless in itself, but threatening disaster to all the rest.

It was not necessary in the beginning for the pioneer Virginian to blaze his way through a boundless forest. Many grassy fields awaited his plow, more than he needed, and forested areas actually increased during the first hundred years or so after the white man came. Virginia in the beginning was a balanced biologic unit, and the limited descriptions of it that remain to us are profoundly fascinating. It was unreason-

able that the mere addition of just one more species, man, should have so greatly upset its balance. It did not need to do so, since man's essentials have only required such a small part of it—less than one third, but whether he had use for it or not, he exploited it just the same.

We are today the victims of that exploitation and misuse. Of course we cannot restore primeval Virginia on the whole, and it would not be desirable. Certain artificial aids, not found in nature, have come to be essential to man's comfort and existence. Man's art can carry him just so far and no farther. Our arts may consume all our coal, our oil and iron ores and many other materials that we have inherited from past geologic times, and yet it is easy to conceive of man's destiny not very greatly affected, provided the streams continue to flow to the sea and the living organic world about us is permitted to yield its annual harvest of food, raiment, and shelter. Man's art can survive only in its essential natural setting, and it will survive if that setting is conserved.

Were the great cities of the ancients in the Near East built in the hearts of the deserts in which we find their ruins today? Man destroyed the original organic background, hence the desolation we see now. Preachers, teachers, and politicians have long been calling upon us to thank God because our lot had been cast in a land of inexhaustible resources, and there never has been any such thing. A very large percent of our original natural resources are already gone. Some of them we can restore. Just as human art has caused their destruction, so human art must bring about their restoration; and I am convinced that the American people are equal to the task and will meet it before it is too late, although immense areas of our country have already been rendered unfit for human life and in those areas man has become extinct.

JUSTUS H. CLINE

CORRECTING READING DIFFICULTIES IN THE HIGH SCHOOL

LANGUAGE is a medium for thinking and for expressing thought," wrote Dr. J. Paul Leonard in the October issue of the *English Journal*. Since thought approach must govern the choice of concepts for particular use in the language arts profession, Dr. Leonard mentioned three that are of special importance:

1. The language arts deal with the acquisition and the effective expression of ideas.

2. Improving the ability to read is a function of the high school.

3. The technique of expression should be taught as the child grows in ideas.

Reading is the correlating center of the three concepts given, as well as the connecting link of the aims of education, which may be expressed as attitudes, appreciations, understandings and abilities.

One of the two classes into which reading is divided is the work or study type, which has as its objective: to acquire information, to form opinions or draw conclusions, to find answers to questions or the solution to problems, to discover new problems, to evaluate materials and to visualize details. The other class of reading is the recreatory or personal interest type, which has as its objective: to share experiences intelligently, to satisfy and stimulate emotions, to find material for reflection, to develop a philosophy of life and to experience esthetic delight.

There are many techniques that are helpful in assisting one to obtain these results. Probably, some of the most important are: finding the central thought, recognizing key words and sentences, outlining, summarizing, reproducing the thought, reviewing, and following directions.

The mechanical difficulties—mispronunciation, improper phrasing, faulty eye movement and failure to note key words—and the comprehension difficulties—word by

word reading, inability to get particular details, lack of vocabulary and inability to think logically—offer problems that require thought and study for a successful solution.

Other problems of great importance concerning English pupils are: the undisciplined, the inattentive, those of limited experience, the non-readers, those who are indifferent to books, the truant, those who have a deep dislike for school or restraint, those who have poor native endowment, the mentally or emotionally unbalanced, those who have poor environment and those whose families and associates use poor English.

There is no one solution for all of these problems, but there are important factors that are necessary in the solution of many of them. Among them are discipline—of mind, work, behavior, attendance and habits—preparation, incentive, an increased vocabulary, and an appeal to pride and ambition.

The technique of expression should be taught as the child grows in ideas. Teachers should make a study of their pupils and make bibliographies of books that are suited to the age and taste of the individual members of their classes. Interest may be stimulated by spending a few minutes of each recitation in introducing a new book. Good print and pretty illustrations have merit. Expression may be improved by dramatization. Stress should be laid on the observance of all punctuations. As words are the tools of thought, no one who has a limited supply can express himself effectively. A pupil's vocabulary, therefore, should grow from day to day. Ease and poise comes with preparation and practice.

The ideals of all English teachers are individual motivations, a thorough concentration of the individual upon his reading problems, and the ability to produce the thoughts in a correct and effective way, to be able to recognize that which is good and to use it for his own advancement, to read in a way that will broaden his mental horizon, and to

discriminate between books that should be read and assimilated and those that should be ignored.

The English classroom must become a browsing room—a place where a child becomes thoroughly familiar with books—references, actual extracts from authors—stories, poems, sketches, essays, biographies, autobiographies, novels, from the extremes of the classics to sport writers. Each has his individual taste, each must find his interest and broaden his limited horizon with actual contacts with others through books. Some need encouragement to browse in expansive fields; some are not so ambitious and can undertake only a fenced and chosen few; some only taste what is laid before them. All progress can be recorded by a file system or notebook with candid criticisms of all discoveries. Most children like this method, especially the delving individually for the secret of an author's greatness, or his failure to hold attention or interest.

There are not many English teachers who feel that they have done all that they should, but if they have given their pupils the ability to find good food for thought and have trained them to express themselves correctly and effectively, they should have no cause for regret.

AURELIA BARTON

A PROBLEM IN DESIGN FOR ELEMENTARY CHILDREN

THE cafeteria in the Main Street School, a dark room in the basement on the north side, was painted orange—not the color of oranges but the color of fresh cheese. Each of the two rooms had several large orange-colored posts in the middle, white walls on three sides, and a sort of wainscoting effect on the fourth with white above orange. The concrete floor was painted to look like tile. What seemed to be needed was a touch of color which would draw the other rather wild colors into a unit.

The Art Committee, composed of five teachers, after discussing various suggestions for decorating, decided that what was needed was a border around the posts and just below the white on the orange wall, preferably a border designed by some child.

The Committee announced that a contest to design a border for the cafeteria would be open to any child who wished to take part. A border by a primary child would be used in the lower grade room and one designed by an upper grade child in the other room. Whether a class competed or not was left to the class and to the room teacher. The designs might be made in art class or in outside time.

It was only when the children began to submit designs that the art teacher learned that many children didn't know the difference between a design and a picture, and a few didn't know what was meant by a border. The art teacher showed samples of designs, particularly borders, clipped from magazines and from wall-paper books, and a number of stenciled borders which were made just for examples. Tree designs were compared with pictures of trees; flower designs with pictures of flowers. The children pointed out designs in print dresses and other objects. They began to collect designs.

By the comparison of designs with pictures the children learned that a design doesn't have to look like a real object but may be adapted from a real object. Square elephants or purple dogs could go into a design but not into a picture. They learned that border designs repeat the motif as many times as necessary to fill a space.

In order to help the second and third-grade children understand this repetition, the teacher let them suggest a motif such as a ball which she put on the blackboard and then repeated enough times to look like a border. The children then made borders of animals, flowers, fruits, and other motifs which appealed to them.

When all entries were in, they were

mounted on the bulletin board in the hall and the children were allowed to vote on the ones they liked best. The teachers also voted, their votes counting more than children's votes for obvious reasons. Oddly enough, the one acceptable design was a square duck made by a third-grade pupil; most upper-grade entries were too detailed and elaborate to be practical.

One mistake in requirements for entries was that a single motif with no repetitions was permissible. If designs had been submitted only in border form with at least three repetitions of the motif, they would have been easier to judge.

Since there were no acceptable designs from the upper grades, the dozen children whose designs were best were given an extra art class twice a week in which they worked on designs. This time they were given strips of paper 36"x6" and were allowed to make freehand borders with paint and brushes. They soon produced some rather interesting designs, one of which was selected by the Art Committee for use.

The children who designed the chosen borders with a little help cut the designs on stencil board and prepared them for use.

The final problem was selection of colors for the border. The consensus of opinion seemed to be that a touch of cool color was needed to relieve the warm brown and

orange, but there was a possibility that an additional color might be merely confusing. The Art Committee decided to try out several color combinations directly on the enameled wall with poster paint. A soft red-brown with a mossy green was one combination. Another was the same brown with white, and a third was all green. The first combination was the one selected.

Then came the job of painting the border on the wall. The art teacher selected and mixed the colors. Since children like to paint, the two children whose designs were used were allowed, under the supervision of the art teacher, to do the actual painting of the designs on the wall.

The practical values of this contest to the children were many. Probably every child competing now knows what is meant by the term "border design," and knows the difference between a design and a picture. The children enjoyed the work incident to the problem and in working developed an aesthetic appreciation of good design in decoration. In many classes the study of designs for walls was carried on into book covers, portfolios for drawings, and other things useful in the schoolroom. What is most important, the children gained some realization of the practical uses of art.

FRANCES GROVE

DEFINITION OF A PROFESSION

"The peculiar characteristics of a profession as distinguished from other occupations, I take to be these:

"First, a profession is an occupation for which the necessary preliminary training is intellectual in character, involving knowledge and to some extent learning, as distinguished from mere skill;

"Second, it is an occupation which is pursued largely for others and not merely for one's self;

"Third, it is an occupation in which the amount of financial returns is not the accepted measure of success."

—LOUIS D. BRANDEIS,
Justice of the U. S. Supreme Court.

THE TEACHER'S JOE MILLER

"Boners" are the little rays of sunshine that brighten the tedium of reading students' papers. Some of these are old; some seem too good to be true. Whether they really were made, nobody knows; but every teacher knows they might have been!

Political economy is the science which teaches us to get the greatest benefit with the least possible amount of honest labor.

Shakespeare was a very polite man. He often said, "Go to," but he never finished the sentence.

Each year the Nile River overflows and spreads a thin sentiment on its banks.

A Senator is half-horse and half-man.

Mars is a star so far off that it would take a million years to walk there in an express train.

Monogamy—a form of marriage usually between man and wife.

Lincoln wrote his famous address while riding from Washington to Gettysburg on an envelope.

The chief clause in the Magna Charta was that no free man should be put to death or be imprisoned without his own consent.

A man who looks on the bright side of things is called an optionist, and one who looks on the dull side is called a pianist.

All brutes are imperfect animals. Man alone is a perfect beast.

Babies have very little clothes when they are born. Some are fed by the bottle, others by the chest.

A pessimist is a man who is never happy unless he is miserable; even then he is not pleased.

Stability is taking care of a stable.

A Mosquito is the child of black and white parents.

An anachronism is a thing a man puts in writing in the past before it has taken place in the future.

Sailors do not like the sea when it is rough because it is very dangerous, and then many lives have been lost and few of them found again.

Taxes are things what people won't pay. They are used to keep the roads nice.

Milk is very good for babies. It keeps them quiet while mother has a gossip.

Note underneath a lad's outline map: "I know the map looks wrong somehow, but I can say with the poet, 'England, with all thy faults I love thee still.'"

A vacuum is nothing shut up in a box. They have a way of pumping out the air. When all the air and everything is shut out, naturally they are able to shut in nothing, where the air was before.

Milk is chiefly bought in tins, but it also grows in cocoanuts and goats.

If you want to see a mosque in Europe you go to Moscow.

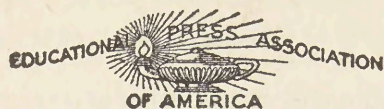
An expert is a person who has his ignorance organized.

Ambiguity means tellin' the truth when you don't mean to.

THE VIRGINIA TEACHER

Published monthly, except June, July, and August, by the State Teachers College at Harrisonburg, Virginia.

Entered as second-class matter March 13, 1920, at the postoffice at Harrisonburg, Virginia, under the act of March 3, 1879.



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Manuscripts offered for publication from those interested in our state educational problems should be addressed to the editor of THE VIRGINIA TEACHER, State Teachers College, Harrisonburg, Virginia.

INTRODUCING MADISON COLLEGE

ON March 8th Governor Price signed Senate Bill No. 14 which completed its passage through the two Houses of the General Assembly on February 17th. This bill provided that the State Teachers College at Harrisonburg, Virginia, should, after June 12, 1938, be known as "Madison College." The many alumnae and other friends of the college may wish to know the significance of this change in name.

First of all, it can be stated most positively that the primary function of the college will continue to be the education of teachers. Every effort will be exercised to make of the college a better institution for the education of teachers than it has been in the past by utilizing the products of research and experimentation, by improving the background of fundamental subject-matter content, and by offering the most improved professional courses and student teaching experience. The college hopes to prepare teachers for an even better service to the Commonwealth than has been possible in the past.

The college has been given, however, in common with the other teachers' colleges of the state, the responsibility of offering other

types of education for the women of Virginia than that which is ordinarily comprehended in a teacher education program. The State Board of Education has authorized the four institutions mentioned above to give liberal arts education of the usual type leading to the Bachelor of Arts degree and the Bachelor of Science degree for those who may be interested in a general education rather than in professional education for teaching.

Certain vocational courses in home economics have also been authorized. These courses provide for professional careers as home economists, dietitians, home demonstration agents, nutrition specialists, and managers of institutions such as cafeterias, tea rooms, hotels, and college boarding halls.

The college has also been authorized to give courses in commercial or business education for those who may seek employment in business as well as those who may wish to prepare for teaching commercial subjects in secondary schools.

A two-year pre-nursing curriculum has also been authorized at each college with the objective in mind to give a well-grounded course in science, psychology, and other fundamental subjects for those who wish to enter hospitals to take further training for the profession of nursing.

The program of the teachers' colleges has been broadened because their board of control has found that they are registering more than three-fourths of all the women graduates of the high schools in Virginia who enter Virginia institutions of higher learning. It has appeared to the Board that it is manifestly unwise for such a large percentage of all the women of Virginia to enter the one profession of teaching and, in order to avoid this misdirection of vocational purposes, the broadening of the program of professional curricula in this college has been decided upon. This enlarged program of the teachers' colleges is a fundamental reason why two of these institutions have been designated by individual names and

why the other two teachers' colleges have been given the right, with the approval of the State Board of Education, to follow the same policy.

A second and very important reason for the change in name has been the desire for distinctiveness and individuality in the names of these colleges. The term "teachers' college" is a generic name and not one that is specific or distinctive. There have been four state teachers' colleges in Virginia and approximately seventy-five with this title in other parts of the United States. The four Virginia colleges can be distinguished from each other only by mentioning the city or town in which each is located. Even then, the colleges at Fredericksburg and Harrisonburg have been frequently confused. The inherent factors in the situation have precluded the institutions from using the name "Virginia" in their title, as the state institutions at Blacksburg, Lexington, and at Charlottesville have done. To call each institution the Virginia Teachers College would present the same difficulties as are found in the present situation. The colleges have desired to discourage sectionalism by avoiding the use of regional names that would make them in any sense simply local institutions. It has appeared to be the wise policy to a majority of the State Board of Education and an overwhelming majority of both Houses of the General Assembly to use the individual, distinctive titles for these colleges. In the two instances in which the names have been completely determined, great characters of Virginia history have been memorialized.

Apart from its historical significance, the name Madison seems to contain an element of dignity, of euphony, and of distinction which has most readily recommended itself to the college at Harrisonburg. Throughout America, there has grown a new appraisal of President James Madison, not only for his great work in the establishment of our Federal constitution but also for his outstanding efforts in behalf of both popular and higher education. Not only did

Madison stand for popular and higher education but, in his Seventh Message to Congress in 1815, he expressed his concern for the education of teachers for the schools of our country. This appears in the following statement concerning the establishment of a national seminary of learning in the District of Columbia:

"Such an institution claims the patronage of Congress as a monument of their solicitude for the advancement of knowledge, without which the blessings of liberty can not be fully enjoyed or long preserved; as a model instructive in the formation of other seminaries; as a nursery of enlightened preceptors, and as a central resort of youth and genius from every part of their country, diffusing on their return examples of those national feelings, those liberal sentiments, and those congenial manners which contribute cement to our Union and strength to the great political fabric of which that is the foundation."

Madison furthermore, in one of his state papers, gave expression to these sentiments which, in themselves, would be justification for the selection of his name for a teachers' college:

"A satisfactory plan for primary education is certainly a vital desideratum in our republics."

In another statement appear these significant words:

"A popular government without popular information or the means of acquiring it is but a prologue to a farce or a tragedy, or, perhaps, both. Knowledge will forever govern ignorance; and a people who mean to be their own governors must arm themselves with the power which knowledge gives."

Sydney Howard Gay, in his biography of James Madison in the American Statesmen series, puts Mr. Madison down as a champion of the higher education of women, an opinion almost unheard of in the advocacies of our national leaders. Mr. Gay has this to say about Mr. Madison, "The capacity of 'the female mind' for the highest education cannot, he said, 'be doubted, having been sufficiently illustrated by its works of genius, of erudition, and of science.' The capacity, he assumed, carried with it the right." Certainly, these convictions of Madison in regard to popular and higher education of women would furnish thorough justification for the selection of his name to adorn that of a state college for women in Virginia.

SAMUEL P. DUKE

THE TEACHER'S LETTER BOX

Dear Letter Box:

I am teaching art in one of the elementary schools here and have classes ranging from second grade through sixth. While I am getting along very well with most of the groups, my little second and third graders really have me puzzled. I don't know just what to do with them or how to get them interested in different things. They are perfect as long as they have a clean sheet of paper to scribble on a little and then throw away, but they aren't a bit interested in doing anything better. Is it better to let children draw just as they want to, or should you try to show them how to improve even though they really aren't bothered about improving?

SUE

Dear Sue:

Though this answer has been delayed so long, I am, nevertheless, much interested in your problems. You ask how to get children interested in their art work. Most people, including children, are interested in the things that seem to them to have value in their lives, that are meaningful to them. Are these children working with objects and ideas which pertain to their immediate surroundings? For example, they will be interested in making favors and decorating napkins for their party, or in drawing pictures of funny things that happened there or of wind-blown trees they saw on the road to school. Art work is, and should be, a part of the every-day living: the school room, the home, the playground.

If they throw away what they have done, something must be wrong, for children usually treasure the results of their efforts. Perhaps their work has not been given its due respect in the past. They have not been made to feel that it is worthy of being kept. Or they may feel that it is not done well. In the latter case, they are in what Margaret Mathias¹ calls the realistic stage and need some definite techniques in how to draw better trees, houses, people, or what-will-you. They may have been needing help for some time and, since they have not re-

ceived it when needed, they have come to feel that the whole thing is not worth while. In other words, they themselves have sensed no growth and so have become discouraged.

On the other hand, and what seems more likely in your case, techniques *may* have been *forced* upon them before they felt any need for them. Until the children feel a desire for better techniques a teacher is wasting her time trying to teach those techniques. The beginners are not interested in "doing better." They are just interested in doing. Activity, and plenty of it, is the idea. They enjoy big work in painting, and bright colors. Get the Mathias book and read it through. In it the author discusses the three stages which children pass through in "the development of the artistic process."² She takes up the manipulative, or scribble stage, the symbolic stage, and the realistic stage. The danger of pushing them too soon into this third stage, she says, is that they do not develop in imagination as they should if left long enough in the delightful freedom of the symbolic stage.

Many writers on this subject are agreed that picture making is a form of language for the beginners in school. They express their ideas more easily in paint than in words. Clay, wood, and cloth are also easy media for them, if adult standards are not imposed. They must be allowed to express their own ideas and not be bothered about techniques in the early stages. They will soon demand better techniques. It is the teacher's business to be "one jump ahead" of these demands and catch them, so as not to allow expression to be hampered. She must anticipate their coming and be ready with the needed reference materials and the ability to demonstrate how it is done.

Possibly, too, these children need rich, meaningful, joyful experiences to paint, and write and sing and dance about. When one has had an all-absorbing experience, it just forces itself up into expression. One just

¹*Beginnings of Art in the Public Schools*, page 9. (Charles Scribners Sons, 1924.)

²*Ibid*, pages 6-9.

has to paint, or sing or verse or dance about it. Heaven help the child who grows up without at least that much of joy in his life. Talk with them about their experiences. Ask them to describe things to you in words. This can so easily lead to drawing and painting. And this leads back to looking again. When it doesn't "look right," when it doesn't tell what they want it to, they'll be asking you for ways to do it better.

Read Margaret Mathias's book and also Belle Boas' *Art in the School* (Doubleday, Page & Co., 1924), and Nicholas Mawhood and Trilling's *Art Activities in the Modern School* (Macmillan, 1937). Of these three, the first and last will help you most, I believe.

Good luck—and, if I can help you, let me know. I'll try to be more prompt in replying next time.

G. M. P.

THE READING TABLE

MOTION PICTURE EVALUATION RECEIVES NEW IMPETUS

FILM AND SCHOOL, by Helen Rand and Richard Lewis. (A publication of the National Council of Teachers of English.) New York: D. Appleton-Century Company. \$1.12.

Last month's figures on the number of motion picture courses and clubs in American high schools, if there were any, would not be valid this month; the situation is changing too rapidly. What can be said with definiteness is that there are today thousands of schools of which motion pictures are discussed critically by pupils in clubs or classes or both; that motion picture evaluation is now considered a respectable curriculum subject by even the more conservative; and that teacher training institutions are beginning to offer courses in the teaching of motion picture criticism.

The phenomenal growth of this educational movement, hardly more than six or seven years old, has inevitably created a demand for a handbook, useful for student as

well as teacher. This demand the National Council of Teachers of English, pioneers in experimentation with educational uses of the photoplay, has now met with *Film and School*, the first textbook with exercises and planned activities for motion picture study. The authors are Helen Rand, chairman of the Council's Committee on Standards for Motion Pictures and Newspapers, and Richard Lewis of the Glendale (California) Junior College, who had the advice and counsel of Edgar Dale of Ohio State University, one of the leaders in the field, and Sarah McLean Mullen of Los Angeles, whose death occurred just before the publication of the book.

"The movies are already a part of our education," the authors assert. "Our task now is to correlate them with other activities offered in the school program." Among the aims of motion picture study mentioned are development of an understanding of the influence of the pictures upon people's attitude and behavior and development of the ability to evaluate moving pictures critically, "to evaluate their interpretation of life, their technique, and their art."

The twelve objectives given for a school moving-picture program are:

1. Familiarity with the more dependable sources of information about current motion pictures
2. The habit of consulting these sources
3. Consciousness of desirable standards for motion pictures
4. The ability to select the standards most appropriate for evaluating specific pictures
5. Skill in applying standards to motion pictures
6. The habit of using appropriate standards in the evaluation of motion pictures
7. Cultivation of a preference for pictures which meet appropriate standards
8. Immunity to extreme emotional reactions and undesirable attitudes

commonly produced by motion pictures

9. The ability to suggest methods for improving specific pictures
10. The ability to discuss motion pictures intelligently
11. A realization of the influence of motion pictures
12. Development of leadership among high-school students in the solution of motion-picture problems.

How to set up "appropriate standards" so as to judge a moving picture's settings, plot, characterization, and interpretation of life, and how to evaluate its social significance are indicated. And there are all sorts of thought questions which fairly cry out for discussion, such as "Do the news reels present the news truthfully? If a picture shows that war is glamorous, does it mislead young people and so help to remove opposition to war? Do moving pictures help us to understand people living in other countries or the people from other countries who live in the United States? How does the proportion of rich men and poor men shown in the moving pictures correspond to the proportion existing in real life?"

Do moving pictures encourage reading? It would seem so from a record given of twenty members of one high school class. For the most part, those who read the greatest number of books in a semester also saw the greatest number of pictures. The pupil who saw no movies during that time read only ten books as opposed to 32 read by a student who saw 55 pictures. The one who led in the number of books read, 40, saw 25 movies.

It will not be surprising if pupils like best in this text the division giving inside information about the making of moving pictures. This includes forty pages of photographs showing the various steps in production, and even one of Deanna Durbin receiving a batch of fan mail. But teachers will probably be most appreciative of the rating scales, the application-of-standards

form, and the suggestions for class and panel discussion, reports, experiments, and other activities. Valuable for all are advice about moving picture clubs and a bibliography of source materials.

GRADY GARRETT

A NEW LIBRARY MANUAL

LIBRARY MANUAL FOR VIRGINIA PUBLIC SCHOOLS. Bulletin of the State Board of Education, vol. xx, No. 2.) Richmond, Virginia; State Board of Education. August, 1937. 179 pp.

This library manual provides the school librarians of Virginia with an indispensable aid in the organization and administration of school libraries. Fortunately, it includes statements of library standards for the Southern Association of Colleges and Secondary Schools as well as for Virginia schools. But no specific requirements are set up for the elementary schools.

This comprehensive manual brings together the basic details of library organization, including mechanical preparation of books; care of ephemeral material such as pictures, pamphlets, clippings, etc.; suggested lists of magazines for the elementary and high school library; care of magazines; simple library records with examples of forms for these; outlines of lessons for instruction in the use of books and libraries; and many well selected bibliographies for additional information.

The most glaring weakness appears in the failure to alphabetize the seventy-five pages of book lists. Since there is no index to these lists the librarian will waste much time using them. Librarians should object to this poor arrangement so strenuously that the next edition of this manual will have the book lists arranged alphabetically as they are in standard lists and in the Tentative Course of Study for Virginia Elementary schools. This arrangement by publishers rather than by titles cannot be justified as an aid to ordering; order slips can easily be sorted under publishers' names.

In the list of periodicals for high schools the *Golden Book* is suggested. This magazine ceased publication August, 1935.

As a whole this manual compares very favorably with the best state manuals that have been published in recent years. As a library manual it should receive much praise from librarians. The index at the end increases its value for quick reference.

FERNE R. HOOVER

EVERYDAY ECONOMICS. By Cornelius C. Janzen and Orlando W. Stephenson. New York: Silver, Burdett and Company. 1938. 544 pp. \$1.68.

This revised and improved edition of an excellent textbook is well planned to help the student acquire an understanding of his economic environment. The subject matter is up-to-date and is effectively related to the great business problems of today.

Careful organization, accuracy of material and soundness of theory combined with the employment of interesting and easily understood language and a wealth of well-selected illustrative matter are features that commend this book. Approximately two-fifths of the entire volume is given over to illustrations, cartoons, charts, diagrams, questions and problems for discussion, and references for further study.

Everyday Economics is an exceptionally fine tool for use in teaching high school economics and is adaptable to both one and two semester courses. General readers will find this book a dependable and easy means for quickly acquiring a good understanding of the economic world and its problems.

OTTO F. FREDERIKSON

BOTH SIDES OF THE MICROPHONE. By John S. Hayes and Horace J. Gardner. Philadelphia: J. B. Lippincott Company. 1938. 180 pp. \$1.25.

The authors declare that this book is intended both to "enlighten those who are interested in various phases of broadcasting from a vocational angle," and also to "detail the fundamentals of radio for that vast, unseen audience, young and old alike, who are on the other side of the microphone."

For the one side they describe the station, the program, sales, publicity, and engineering departments, and the office. For

the other side they publish a series of short articles by well-known broadcasters like Guy Lombardo, who talks about dance orchestras, Gabriel Heatter, who talks about news commentaries, Orson Wells, who discusses radio drama, and Kate Smith, who discusses variety shows. They devote a few pages to comment by authorities on religious broadcast. Finally they list all North American broadcasting stations.

The trouble with this book is not that it doesn't have a good deal to say on the subject of radio broadcasting, but that it doesn't say nearly enough. The articles are far too sketchy to be of much value except to the most superficial student of the radio. Most of the articles by "radio notables" are frothy and worthless. In the section devoted to the organization of the work, only the briefest mention is made of sound effects, for instance, and not nearly enough is said about the building of programs. There is almost nothing that would help the teacher. The authors present a complete picture of modern broadcasting, but the picture is much too simplified.

ARGUS TRESIDDER

HIGH SCHOOL STUDENTS TALK IT OVER. By I. Keith Tyler. Bureau of Educational Research, Ohio State University. 55 pp. 25 cents.

This little booklet is a series of stenographic reports of programs given on the Ohio School of the Air. It embraces discussions between Mr. Tyler and various high-school students about War, Motion Pictures, the High School, Radio, and Parents.

The students themselves chose the topics for the broadcasts, thoroughly discussed them in the classroom, and went into the studio without any prepared scripts. There is about the talks an element of spontaneity usually lacking when young people formally discuss big questions in public. What they have to say about war and their parents is particularly interesting. Such programs as these are significant in the devel-

opment of the radio in the field of education.

ARGUS TRESIDDER

THE UNIT-ACTIVITY READING SERIES, by Nila B. Smith. Illustrated. New York: Silver Burdett Company. 1938. Fourteen pamphlets, each 12 cents.

The authors of the Unit-Activity Reading Series, realizing that a love for reading can be built up in children only by giving them much interesting material, using a vocabulary that is already familiar to them, have added to their readers a series of supplementary pamphlets.

Each pamphlet deals with a particular activity (such as bird study, animals, foods, cars, and the like), is a complete story in itself, and is attractively illustrated.

M. L. S.

PLUTARCH'S LIVES. Edited by Grace Voris Curl. Boston: D. C. Heath & Co. 1937. 376 pages. 96 cents.

This enticing little volume brings twenty-nine of the fifty extant *Lives* of the old Plutarch down to the level of young people. To accomplish this the author has skillfully shortened and simplified the longer and more difficult passages. She has, however, preserved the flavor of the original to a marked degree.

The book furnishes excellent supplementary material for classes in English and in history. Those characters used by Shakespeare in his plays and those that are better known to history—Alexander the Great, Anthony, Brutus, Cæsar, Coriolanus, and Romulus—are included.

To simplify and vitalize the subject's life for her young readers, the author carefully provides key-sentences that cleverly suggest the motivating forces of character. "Plutarch," she points out, "makes Coriolanus live for us, a man well-born and noble, but cruelly proud." She pauses with her pupils before the portrait of another Roman to say: "Because Fabius's plan was to wait and wear out Hannibal's forces, the Ro-

mans called him *Cunctator* or the Delayer."

The tendency to moralize is perhaps excusable, although this practice is at times much too obvious even for the very young. Albeit Caius Marcius was but a small boy when he lost his father, he achieved success and fame later in life. Concerning him the author moralizes thus: "His uprightness, courage, and fine manliness are proof that loss of a father is no excuse for poor character and bad habits. But his unbending pride and stubbornness are also proof that a noble and free nature needs a check and guidance in childhood." Small children will easily catch the point of the comment about little Fabius: "He was so slow of speech and so slow to learn that many people thought he was stupid. But they soon found that he was only waiting to be sure he was right before he spoke." What an object lesson for precocious little boys and girls who speak out of turn in school.

In addition to the fifty-five portraits presented here in somewhat modern attire, the book contains a pronouncing vocabulary of 500 or more words, a map of Athens and Rome, and other helps for the pupil. Teachers of English and history will find the material of the simplified *Lives* useful in their class activities.

C. H. HUFFMAN

SAFE LIVING. By C. W. Hippler and Helen Burr Durfee. New York: Benj. H. Sanborn & Co. 188 pp. 80c.

This is a book designed for a textbook in safety education for the middle grades of the elementary school.

It is a story of a group of boys and girls at school. Becoming interested in safety, they decide to study it. An account of their experiences, as they follow the study through, is given: the safety rules they made; their many and varied activities; the way these were carried out; and their joy in so doing. Chapters on safety in the school, on the way to school, in the home, on the highway, in the neighborhood, on the farm, during vacation, and on the road to health make up the book.

It is written in conversational form. Rules are accentuated by being printed in black type. The activities are listed at the end of the chapters under *Things to Do*.

Throughout the book there is emphasis on the necessity for being careful and thinking how to make living safe for yourself and others.

L. R.

NEWS OF THE COLLEGE

Harrisonburg was selected by the American Association of Teachers Colleges as one of four in the United States to be investigated by the American Association of University Women, with a view to making its graduates eligible to membership in the A.A.U.W.

The graduates of approximately 300 colleges are now eligible to membership in the organization, and among these only twelve are teachers colleges. Each year four additional teachers colleges are recommended, their curricula are investigated, and approved or rejected. The three other teachers colleges under consideration this year are those at Towson, Maryland, Montclair, New Jersey, and Macomb, Illinois.

Approximately 400 of the 4,000 graduates and former students who have been invited, are expected to attend the annual Homecoming March 18 and 19.

The first entertainment for the week-end will be a play, "The Torchbearers" by George Kelly, presented by the Stratford Dramatic Club. Included in the cast are Mildred Garnett, of Harrisonburg; Agnes Bargh, Cape Charles; Ruth Peterson, Charlottesville; Mary Clark, Brooklyn, N. Y.; Patricia Minar, Arlington; Virginia Gordon Hall, Ashland, and George Aldhizer, Larrie McNeil, John R. Switzer, Overton Lee, and Richard Lineweaver, all of Harrisonburg.

Saturday morning open house will be held in the reception rooms of Alumnae Hall; a luncheon will follow in Bluestone Dining Hall, the principal speaker being

President Samuel P. Duke. During the business meeting immediately following, the Association will elect a new president and secretary. The celebration will close Saturday night with a dance in Reed Gym for which Ray Frye and the Virginians will play. A movie, "Captains Courageous," will be shown in Wilson Hall for those who do not attend the dance.

Examinations closing the winter quarter were held March 14 to 17 and the spring quarter's work got under way on March 18th. The spring quarter will be interrupted for an Easter vacation beginning April 15 and extending through April 20. The quarter's work will officially close with commencement on the morning of June 6.

With a total enrolment of 22, Saturday classes for teachers in the field got under way February 5. The courses and instructors are English Literature, Miss Elizabeth Cleveland; History, Prof. Raymond C. Dingledine; Biology, Prof. G. W. Chappellear; Library Science, Miss Ferne Hoover; and Home Economics, Mrs. Adele Blackwell.

As a loan from the National Youth Administration the Music Department of the college received approximately 20 band instruments to be used in the class of instrumentation conducted by Prof. C. T. Marshall.

The instruments have been distributed among the students of the class, and each girl will learn to play one during a quarter. The following quarter she will learn to play a different type of instrument.

Included in the lot were snare drums, trombone, French horn, alto horn, B-Flat clarinet, A-clarinet, tuba, baritone horn, euphonium, trumpet, tenor saxophone, and flute.

"Because it attempts to impress and mislead the unscientific public by taking liber-

ties with chemistry and other sciences, advertising may be characterized as the 'modern alchemy,'" Dr. Harvey A. Neville, associate professor of chemistry at Lehigh University, declared in an address before an assembly, March 2.

"One might define this art as the one by which common everyday substances and mixtures or concoctions are transformed by high-powered ballyhoo into remarkable cleansing, polishing, and film-removing agents; powerful antiseptics; miraculous aids to health and beauty; and positive cures for every ailment from corns to dandruff," he stated.

By means of lantern slides, the compositions of some well-known toilet preparations, antiseptics, "patent medicines," etc., were shown in contrast to the extravagant and impossible claims made in advertising these products. The exorbitant retail prices of these preparations were also shown in relation to the cost of simple ingredients.

Insisting that he was not a reformer, Dr. Neville said that he was simply an amused bystander with some admiration for the cleverness of advertising. His purpose, he stated, was not to attack advertising in general, but to help the public condemn that type of advertising which insults its intelligence and betrays science.

Dr. Neville's talk was arranged by the Virginia Academy of Science through the Curie Science Club of the campus.

Another outstanding assembly talk was given February 16 by Omar Carmichael, superintendent of schools of Lynchburg. He suggested to students who are building their lives that they blend a little of the old and a little of the new.

"The accumulation of the ages," he said, "is too valuable to be destroyed lightly. Institutions are more powerful than individuals," he pointed out, warning that institutions and traditions which are still serving their purpose are trampled on in peril to individuals. "The greatest problem," he

continued, "is to find a balance between the conservatism of the old and the enthusiasm and optimism of the young."

Dr. F. W. Boatwright, president of the University of Richmond, will speak at the quarterly convocation exercises on March 23 when the new officers of the Student Government Association, along with other incoming officers of the Athletic Association, the Y. W. C. A., *The Breeze*, and *The Schoolma'am*, and the classes will be installed.

"Virginia, Wake," will be the topic of Dr. Boatwright's talk. Following the assembly exercises, the retiring and incoming officers of the Student Government Association will have a luncheon in the College Tea Room. There will also be a banquet that night.

On April 14, Lafayette Carr, Galax, the new president of the Student Government Association, and Virginia Blain, Clifton Forge, retiring president, will represent the college at the Southern Intercollegiate Student Government Association's annual meeting to be held at William and Mary College the week-end preceding Easter.

Minor elections held February 15 resulted in the following choices: Virginia Smith, Lynchburg, vice-president; Mary Ellen MacKarsie, Alexandria, secretary-treasurer, and Dorothy Sears, Appomattox, recorder of points, of the Student Government Association.

Dorothy Anderson, Rustburg, vice-president; Marie Walker, Kilmarnock, secretary, and Agnes Craig, Bassett, treasurer, of the Young Women's Christian Association.

Letitia Holler, Camden, N. J., vice-president, Marguerite Bell, Suffolk, business manager; Jean Bundy, Lebanon, treasurer, and Virginia Gordon Hall, Ashland, cheer leader of the Athletic Association.

Elizabeth Coupar, Brooklyn, N. Y., and Emma Rand, Amelia, business managers, respectively, of *The Breeze* and *The School-*

ma'am, and Janet Miller, Harrisonburg, editor of the Handbook.

Virginia Blain, Clifton Forge, retiring president of the Student Government Association, was chosen by popular election to reign as Queen over the annual May Day celebration May 7. Her maid of honor will be Helen Willis, of Clarksville.

The Queen and her maid of honor and the twelve members of her court were chosen by secret ballot in an election conducted by the Athletic Association which sponsors the traditional May Day. The fourteen students thus honored were "tapped" in assembly exercises on March 7.

Those making up the Queen's Court will be Virginia Becker, Virginia Turnes, and Anne Thweatt, of Petersburg; Alberta Faris, of Crewe; Fannie Slate, of South Boston; Elizabeth Strange, of Richmond; Anne Lee Stone, Dorothy Lee Winstead, and Marjorie Grubbs, of Norfolk; Jennie Spratley, of Dendron; Hilda Finney, of Penhook; and Evelyn Vaughan, of Lynchburg.

Leslie Purnell, of Salisbury, Md., recently voted the best looking member of the Senior Class, was chosen by the student body to be princess to the Apple Blossom Festival in Winchester around May 1.

Along with the princesses chosen from other colleges and localities in the state, the H. T. C. representative will serve as a member of the court of Queen Shenandoah XV.

In accordance with the ruling of the Athletic Association, the student chosen to be princess was not eligible to be May Queen or a member of the court.

Downed 24 to 18 by a team which calls itself the champions of the state, the H.T.C. varsity sextet ended its season in a match at Farmville on March 4. The game against the rival Schoolma'ams was witnessed by a crowd of 600 who were attending the annual Founders' Day celebration there.

The northern trip this year also brought defeat to the purple and gold tossers at the hands of Savage School of Physical Education by a score of 34 to 21, and at the hands of New College of Columbia University by 43 to 24.

The last home game, and the second victory of the season, was played February 19 against Westhampton and resulted in a 32 to 16 tally in favor of H. T. C. This continued a lead of long-standing over the Richmonders.

The Freshman squad, coached by Ann VanLandingham, of Petersburg, and Marion Sampson, of Gordonsville, had a more successful court season, taking wins over Shenandoah College varsity in two games, over Fishersville High School, and Petersburg High School. One game was lost, that to a Business Women's team from Cumberland, Md.

With brush, palette, and plenty of artistic temperament, the Juniors devoted their third class day, February 18, to painting the clouds with sunshine.

"An artist in every field" was their motto. Through the Art Gallery, installed in Harrison Lobby, wandered scores of be-smocked artists, their jaunty berets set at just the proper angle.

Officers of the Junior Class are Emma Rand, Amelia, president; Beatrice Bass, Crewe, vice-president; Jane Lynn, Manassas, treasurer; Margaret Trevilian, Gloucester, secretary; Anita Wise, Mt. Vernon, N. Y., business manager; and Kathryn Shull, Winchester, sergeant-at-arms. Miss Dorothy Savage, of the Physical Education department, and H. K. Gibbons, business manager, are sponsors.

The Glee Club under the direction of Miss Edna T. Shaeffer has made two appearances off campus this quarter, one at the Church of the Brethren on February 20 and another at the United Brethren Church

on March 6. The club was assisted each time by a men's chorus from the city of Harrisonburg.

The first forensic contest of the year took place March 7 with Helen Hotch, Portsmouth, and Evelyn Bywaters, Winchester, debating a team from Hampden-Sydney College. The contest was non-decision.

The H.T.C. team upheld the negative side of the national question—"Resolved: That the National Labor Relations Board should be empowered to arbitrate all industrial disputes."

A debate between representatives from Bridgewater College and H. T. C. will be broadcast over WSVB on March 24 between 5 and 6 o'clock.

Guests of the Y. W. C. A. in recent services were Emmanuel Azar, from Bagdad, Arabia, Dr. Abner Robertson, of the Virginia Co-operative Education Association, and Mrs. E. H. Ould, of Roanoke.

Mr. Azar, who talked February 6 on the customs and religions of his own country, was accompanied by five members of the Y. M. C. A. Cabinet of Virginia Polytechnic Institute. Dr. Robertson, guest of the Presbyterian Church, talked to a group on "Youth Seeks to Build Christian Homes" on February 19, and on February 21 addressed an assembly of students and faculty on co-operation of teachers and parents. "Social and Family Relationships" was the topic of Mrs. Ould's talk on February 27.

Appropriately celebrating the 150th anniversary of the signing of the Constitution and the 206th anniversary of the birthday of George Washington, four civic organizations of Harrisonburg held a patriotic rally February 22 in Wilson Hall.

Special guest for the occasion was Father Richard B. Washington, of Hot Springs, direct descendant of Augustine Washington,

the brother of George. Father Washington talked on "Mt. Vernon and the Home Life of George Washington."

In keeping with the theme of the occasion, Prof. John N. MacIlwraith, of the History department of the college, spoke briefly on the "Historical Background of the Constitution."

A mass chorus composed of the musical organizations on campus accompanied by the orchestra, all under the direction of Clifford T. Marshall, contributed to the program with a medley of patriotic songs.

Dr. Samuel P. Duke headed the representatives of the college who attended meetings in connection with the National Education Association convention in Atlantic City. He attended the meetings of the American Association of Teachers Colleges, February 25 and 26.

Attending the later convention of the National Society for Teachers of Education were Dean W. J. Gifford, Dr. Paul Houchell, assistant director of the Training School; Miss Grace Palmer, associate professor of fine arts; Miss Marie Alexander and Miss Ruth Thompson, supervisors of the Training School, and Prof. William H. Keister, superintendent of city schools.

Agnes Bargh, Cape Charles, president of Alpha Chi Chapter of Kappa Delta Pi, represented that organization at its national convention in Atlantic City at the same time.

Selecting Leslie Purnell, Salisbury, Md., as the best looking and Virginia Blain, Clifton Forge, as the best leader, the Senior Class recently chose twelve of its members whose names will be sent to the American College Yearbook, as candidates for the title, "Who's Who in American Colleges."

Candidates were nominated because of their individual distinctions and were chosen by the class in a secret ballot.

Dolores Phalen, of Harrisonburg, was voted most literary and most business-like; Ann VanLandingham, Petersburg, best ath-

lete; Lena Mundy, Harrisonburg, most musical; Sue Quinn, Richmond, most versatile; Catherine Marsh, Washington, most representative of the College; Helen Shular, East Stone Gap, most scholastically distinguished; Elizabeth Strange, Richmond, most artistic; Patricia Minar, Arlington, most dramatic; Evelyn Terrell, Baltimore, most stylish; and Annie Lee Stone, Norfolk, most friendly.

ALUMNAE NOTES

As these various *alumnæ* items are being written, cards and letters are pouring in from *alumnæ* who wish more information about the week-end of March 18-19, who regret their inability to attend, or who are planning to attend. By the time this appears in print we will have seen the special bus from Norfolk which we hope becomes an annual event, since it is the second consecutive year the Norfolk chapter has done this. Last year Pam Parkins Thomas, as president, planned the bus trip, and this year it is Evelyn Watkins. Lillian Derry Brown, '31, will probably have the same important part in the bus trip this year that she had last. Quite a good-sized group is now planning to come down from New York. Each day letters of acknowledgment become more numerous and more enthusiastic.

The Virginia Home Economics Association will meet in Richmond the last week in March. Gertrude Drinker, '30, director of health education for the Richmond Dairy Council, is president of the Association. This meeting will prevent a few *alumnæ* from attending Home Coming. Frances Bass Taylor, '29, who teaches home economics in Roanoke, will be unable to attend Home Coming because she will be unable to leave her work for two successive week-ends.

Among others who regret not coming back this year are student dietitians Helen

Shutters, '37, and Eleanor McKnight, '37; Lillian Allen, '36, who is now dietitian at Rex Hospital, Raleigh, N. C.; Lucy Gilliam, '30, of Greenville, S. C.; Betty Cogle, '35, of Petersburg, Va.

We have had about 350 letters returned because of changed addresses. It is hard to keep the files accurate; and we would appreciate it a lot if any alumna will send her new address to us or let us know if she did not get a letter concerning Home Coming.

Two basketball teams brought here to play against the freshman team have been coached by *alumnæ*. One was the Fishersville High School team, Augusta County Champions, coached by Jessie Rosen Shomo, '26. Jessie teaches home economics at Fishersville, but has retained her interest in physical education. When she refereed a varsity basketball game in February—Varsity vs. East Stroudsburg—it was hard to believe that Jessie was the mother of three children—her oldest daughter is nine—for she still has the swiftness that made her one of our star forwards.

The Petersburg High School team was the other team. Mary VanLandingham, '35, is their coach. "Mary Van" taught at Broadway for two years before accepting a position in Petersburg.

OUR CONTRIBUTORS

FRANK W. PRICE, who is associated with Nanking Theological Seminary in China, is temporarily located at Mission Court, Richmond, during a year's leave of absence from China. Mr. Price has done graduate work at Yale University.

JUSTUS H. CLINE is a director at large in the General Wildlife Federation, a national organization devoted to the preservation of wildlife. Mr. Cline lives at Stuarts Draft, Virginia.

AURELIA BARTON is teacher of English in the Harrisonburg High School.

FRANCES GROVE is a teacher of art in the city public school system at Harrisonburg, Virginia.

SAMUEL P. DUKE has been president of the State Teachers College at Harrisonburg since the fall of 1919, and after June 12 next will be president of Madison College.

FILM ESTIMATES

Recognizing that one man's meat may be another's poison, the National Committee on Current Theatrical Films gives three ratings: A, for discriminating adults; Y, for youth; and C, for children. These estimates are printed by special arrangement with *The Educational Screen*, Chicago.

BARONESS AND THE BUTLER (Powell, Annabella, Stephenson) (Fox) Granting highly improbable situation of a butler being his master's parliamentary opponent—here is choice entertainment in deft acting of four fine roles, good dialog, and smooth unfolding of comedy-romance in Hungarian high life.

(A) (Y) Very good (C) Mature

CLUB DE FEMMES (Danielle Darrieux) (French dialog, Eng. titles) Highly sophisticated comedy concerned with sex impulses of girls isolated in elaborate club-home. Real artistry in subtle characterizations, dialog, acting, direction. Dramatic values high. Subject-matter too continental for most American taste.

(A) Notable (Y) and (C) By no means

FURY OVER SPAIN (Official Loyalist Pictures) Grim, authentic film of actualities in Spain. Some real "battle" scenes are shown, but largely a dreary land of desolation, misery and building ruins. Loyalist propaganda, with voice chanting heroism of pitifully untrained citizenry. More depressing than impressive.

(A) Hardly (Y) Hardly (C) No

GOLD IS WHERE YOU FIND IT (Brent, de Havilland, Rains) (Warner) Struggle between miners and farmers in California's gold-rush period vividly shown in beautiful Technicolor, with spectacular "disaster" climax. Detailed picture of time and country rather than close-knit drama. Historical value.

(A) Good (Y) Very Good (C) Good but strong

GOLDWYN FOLLIES (Leeds, Menjou, McCarthy, Baker) (U. A.) Charming roles by Leeds and Menjou in slender plot nearly lost in glorified vaudeville. Masterful stage-pictures, operatic and popular music, artistic dancing, expert comedy, and raucous slapstick—all in finest Technicolor to date.

(A) and (Y) Excellent of kind (C) Prob. good

HAPPY LANDING (Sonja Henie, Don Ameche) (Fox) European flight a la Harry Richman. Crude, cheap romance by sappy villain, bad taste comedy, banal singing, tortured music. Sonja's skating wonderful as ever but flimsy story and half-inch eyelashes do not help.

(A) Feeble (Y) Not the best (C) No

I MET MY LOVE AGAIN (Henry Fonda, Joan Bennett) (U. A.) Futile "social drama." Heroine proposes to hero, but marries wastrel. Returns as widow with child, hero now a ridiculous "professor," pupil proposing to him. Heroine's crazy "suicide" ride defeats rival and solves whole mess.

(A) Stupid (Y) No (C) No

MANNEQUIN (Joan Crawford, Spencer Tracy) (MGM) Hard-working heroine escapes slum home by marrying obvious good-for-nothing. Ardent love, then dreary disillusion until rich, rough, big-hearted hero brings second marriage. Good acting, but too much of story is dismal, improbable and false.

(A) Perhaps (Y) and (C) No

OF HUMAN HEARTS (Huston, Bondi, Jas. Stewart) (MGM) Notable realism in settings, character acting and direction make strong picture of primitive Ohio village life of Civil War days, with religious intolerance, grinding poverty and ingratitude. Dramatically faulty and very depressing. Feeble romance helps little.

(A) Notable (Y) and (C) No

PARADISE FOR THREE (Frank Morgan, Rob't Young) (MGM) Hilarious fun by expert cast in merry mistaken-identity story of rich and poor "contest winners" on Alpine vacation. Mary Astor's small role as cheap seductress is needless smudge on fine farce-comedy. Morgan does notable role.

(A) Amusing (Y) and (C) Mostly amusing

ROSALIE (Nelson Eddy, Eleanor Powell) (MGM) Elaborate musical comedy romance between incognito princess and "mature" West Point cadet (good West Point propaganda). Charming music and dance, but some comedy in bad taste. Gorgeous settings too "Hollywood" for tiny, mythical kingdom in Balkans.

(A) Good of kind (Y) Good (C) Hardly

SNOW WHITE AND THE SEVEN DWARFS (RKO) Enchanting fantasy revealing Disney's artistry and imagination in deft blending of delicate whimsey and Puckish humor, all in exquisite color and with delightful musical score. A rare treat for young and old, but some scenes very strong for sensitive children.

(A) Delightful (Y) Excel. (C) Exc. but exciting

STAGE DOOR (Hepburn, Rogers, Menjou) (RKO) Sophisticated comedy at its best, many fine roles, deft direction. New York boarding-house for smart young would-be actresses done to the life. Exaggerated action and incessant wise-crack too expertly clever for realism, but every foot is fine.

(A) Excellent (Y) Mature (C) No

WELLS FARGO (Joel McCrae, Frances Dee) (Para.) Vivid, realistic history—occasionally overshadowed by romance—depicting stirring, exciting national events during development of famous pioneer express service. Violence commendably restrained and whole decidedly worthwhile.

(A) and (Y) Very good (C) Prob. too exciting

YANK AT OXFORD (Taylor, O'Sullivan, and British cast) (MGM) Smartaleck American hero airs conceit at rather movie-ized Oxford, gets deftly razed, but triumphs at last. Mutual concessions, and cheap vamp, supposedly bring mutual understanding. Amusing, but some painful moments for the intelligent.

(A) (Y) (C) Amusing, but doubtful effect on young minds.

YOU'RE ONLY YOUNG ONCE (Lewis Stone, M. Rooney, C. Parker) (MGM) Simple, realistic, portrait of family life wherein a wise and understanding father deals with the dubious romantic attachments of his teen-age children. But appeal and fine social values are marred by bits of cheap, distasteful sophistication.

(A) Very Good (Y) Doubtful (C) No

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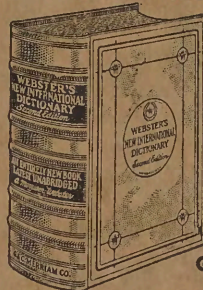
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